STUDENTS' ACTIVE PARTICIPATION BASED ON THEIR LEARNING STYLES' CHARACTERISTICS IN AN ENGLISH CLASS AT SMKN 17 JAKARTA: A DESCRIPTIVE QUALITATIVE ANALYSIS

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ABSTRACT

Nurul Asyiah. 2024. **Students' Active Participation Based on Their Learning Styles' Characteristics in an English Class at SMKN 17 Jakarta: A Descriptive Qualitative Analysis**. A *Skripsi*. English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

Every student has individual differences between themselves and others. Those differences can also affect how they process and interpret information in learning, or it can be described as learning styles. In addition, it is assumed that students are able to comprehend information more effectively when they participate actively in class. Thus, this study aims to find out the students' learning styles and their active participation based on the learning styles' characteristics in an English class at a vocational high school. Qualitative research was implemented in this study by utilizing a questionnaire and an observational sheet to collect the data. The questionnaire was used to identify the students' learning styles and the observational sheet was used to observe the students' active participation based on the indicators listed that are categorized by each learning style. It was found that there were 15 students with visual learning style, 9 students with auditory learning style, and 12 students with kinesthetic learning style. The analysis from the observation and interpretation from the active participation based on the learning styles' characteristics indicated that learning styles could contribute in promoting the students' active participation, and there are many other factors that could contribute to their active participation too besides learning styles. It is suggested for future studies to have an additional data instrument like interviews to gain more perspective from the students regarding this topic and to conduct research that focuses on effective teaching strategies with various and relevant media that can support the needs of students in learning, especially in teaching English.

ABSTRAK

Nurul Asyiah. 2024. **Students' Active Participation Based on Their Learning Styles' Characteristics in an English Class at SMKN 17 Jakarta: A Descriptive Qualitative Analysis**. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Jakarta.

Setiap siswa memiliki perbedaan individual antara dirinya dengan orang lain. Perbedaan tersebut juga dapat mempengaruhi bagaimana mereka memproses dan menginterpretasikan informasi dalam pembelajaran, atau dapat digambarkan sebagai gaya belajar. Selain itu, diasumsikan bahwa siswa dapat memahami informasi lebih efektif ketika mereka berpartisipasi aktif di dalam kelas. Oleh karena itu, penelitian ini bertujuan untuk mengetahui gaya belajar siswa dan perannya dalam mendukung partisipasi aktif mereka dalam kelas bahasa Inggris di sebuah sekolah menengah kejuruan. Metode penelitian kualitatif diterapkan dalam penelitian ini dengan memanfaatkan kuesioner dan lembar observasi untuk mengumpulkan data. Kuesioner digunakan untuk mengidentifikasi gaya belajar siswa dan lembar observasi digunakan untuk mengamati partisipasi aktif siswa berdasarkan indikator yang dikategorikan berdasarkan setiap gaya belajar. Ditemukan bahwa terdapat 15 siswa dengan gaya belajar visual, 9 siswa dengan gaya belajar auditori, dan 12 siswa dengan gaya belajar kinestetik. Analisis observasi dan interpretasi gaya belajar siswa dan perannya terhadap partisipasi aktif menunjukkan bahwa gaya belajar dapat mempunyai peran dalam mendukung partisipasi aktif siswa dan masih banyak faktor lain yang juga dapat berkontribusi terhadap partisipasi aktif mereka selain gaya belajar. Disarankan bagi penelitian selanjutnya untuk memiliki instrumen data tambahan seperti wawancara untuk mendapatkan lebih banyak perspektif dari siswa perihal topik ini dan melakukan penelitian yang berfokus pada strategi pengajaran yang efektif dengan berbagai media yang relevan yang dapat menunjang kebutuhan siswa dalam belajar, terutama dalam pengajaran bahasa Inggris.

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